

# THE SCHOOL JOURNAL

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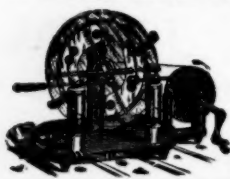
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For the Week Ending December 17.

No. 22

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The business department of THE JOURNAL is on page 602.

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When Dr. Arnold in looking for a teacher wanted one that was himself a student, he had in mind just such a teacher as this one. She belongs to a glorious company.

A letter from Western Pennsylvania tells of the sudden death of a most promising pupil and encloses a composition written by him the day he left school. Though in the best of health then, there is a sentence that, in the light of what since occurred, seems almost prophetic: "It is our duty to do our best at school; we do not know if we shall ever return; something may happen, so let us do our best each and every day."

The school-room is a stage and not unfrequently tragic scenes are enacted upon it. Events happen in some of the far away school districts that wring every heart in them; and the teacher deeply sympathizes with the stricken parent.

THE JOURNAL takes up each week *two* subjects, out of the eight that form the basis of school-room work; this week Language and Things are discussed. In this way twelve issues of THE JOURNAL are devoted to Language, twelve to Things; so that in a year the reader will have a small volume on each of these two subjects. The articles that appear under these headings are fitted for the real school-room—for the school-room conducted in accordance with true principles of pedagogy.

One of the great faults of the average school-room is its narrowness. In one lately visited, in a prosperous village, the program showed that one class had Reading, Spelling, Definitions, Grammar, Arithmetic (written and mental), and Geography and this last mainly confined to the "bounding" of states; the subjects of Self, Ethics, People, Things, and Doing being wholly left out! The teacher could do no more in the time allotted and left these out of necessity. But the best teachers put them in because right education demands them.

The issue of THE JOURNAL of December 10 has received many commendations; mainly, that in its contents and make up it does honor to education. It is a constant effort to have it worthily represent the educational field.

The "new movement" in education is bringing forward a new class of men and women, for new wine needs new bottles. To put a "new education attachment" on an old education pedagogue has been found to be more costly than to build a new one. These men with newer and larger ideas on education form now a large party in America. It is this wide-awake and influential body that the advertisers in THE JOURNAL address. Such men and women read advertisements.

Tennyson is supposed to have been a very voluminous writer. In the fifty years succeeding his first publication, leaving out plays, it appears that he produced an average of only two lines a day. This is probably the average attained by all the writers of British poetry that have been thought worthy of preservation. To average two lines a day of good poetry will give any man immortality on this planet. Why not try to write the poetry, not lines.

Between Christmas and New Year's several great states will hold important meetings of teachers. An inspection of the programs shows very different conceptions exist as to the subjects to be discussed. There are really two great subjects. The Teacher: The Pupil; there are many divisions of these texts, however.

The state board of education of Kentucky has selected that admirable book "Quincy Methods," by Miss L. E. Patridge, for the county teachers' libraries. This board recognizes the need of professional reading for teachers and it recognizes this most popular and valuable book as a means to that much needed requisite in teachers—a professional insight.

## The Pestalozzian Principle.

By OSSIAN H. LANG, Buffalo, N. Y.

The principle which requires that teaching should be addressed to the perceptive faculties of the child, is as old as mankind. From the beginning of time it has been the guide of rational mental development. It was the principle upon which the first lesson in natural history was based that has been recorded. The venerable Bible speaks of that lesson in its opening pages. There we read: "Out of the ground the Lord God formed every beast of the field, and every fowl of the air; and brought them unto Adam to see what he would call them; and whatsoever Adam called every living creature, that was the name thereof. And Adam gave names to all cattle, and to the fowl of the air, and to every beast of the field." Unfortunately, this principle was not always adhered to by those who were the instructors of youth. A bookish race grew up that sought their salvation in written and printed volumes. The instructors labored under the impression that the masters of antiquity had exhausted the wisdom that nature could teach and pointed to their works as the key to knowledge. Here and there we hear of some inspired genius who pointed to the contemplation of nature's works as the real source of knowledge, and boldly condemned the traditional verbalism and hollow book-learning. But their weapons failed. Neither the sarcasm of Rabelais, nor the reasonings of the Bacons, of Montaigne, Campanella, and other intellectual giants, nor the agitations of Ratch, and our Grand Master Comenius, nor the revolutionary procedure of Basedow and Rousseau, could overthrow the unnatural methods of teaching. The glory of having established for all times the truth that teaching must address itself to the perceptive powers of the child, belongs to Pestalozzi. He could say of himself, above all others that labored for this end before him: "If I look back and ask myself, What is it that I have done for elementary instruction? I find that *I have established the highest principle of instruction by recognizing in sense-perception the only basis of all knowledge.*"

Without detracting one particle from the honor due to the older masters of our profession, we may call Pestalozzi the father of the principle of sense-perception. It is due to him that it has become an unalterable law of our didactic code. He carried his point, mainly because he set aside everything else and concentrated his efforts on the development of the one truth that instruction must proceed from sense-perception to attain the end that it labors for. He founded the principle on sound psychologic reasonings and thus secured it from attacks. He proved conclusively that not the question "what this or that is good for in practical life," but how the physical, moral, and mental nature of the child can be molded into true manhood, is the deciding one in education. The result was that his didactic principle was considered from the right point of view and forever established. But, he might still have failed in his endeavors, were it not for other factors that came to his assistance. This we will only briefly indicate.

Basedow's and Rousseau's agitations had stirred up the educational world to realize the necessity of a thorough reform of the schools. The thoughts of Comenius were revived and brought before the people in a new form. "Nature must be our guide in education," became the watchword of the day. The teachers awoke

from their slumber. "Natural, most natural," and "only, most natural" methods were concocted. It became a fad to teach "according to nature." Anyone who had anything to say on that subject found a hearing. Pestalozzi spoke and was also listened to, and soon the educational world began to recognize that what he had to say was of greater worth than all the "natural methods" of the pedagogic penny-a-liners. Profound thinkers became interested in his ideas and began to study, to investigate, to work them out, and to call attention to them in lectures and writings. The teachers were convinced that Pestalozzi had pointed out the safest foundation for instruction by proclaiming sense-perception to be the real source of knowledge and mental development. Thus the principle was introduced, found recognition, and was accepted.

We repeat what we have said before: Through Pestalozzi the golden rule of elementary instruction, "All teaching must proceed from sense-perception," has been established for all times. That is why we honor him as one of the great educational reformers. That principle has revolutionized instruction. "Teach in accordance with psychological laws," is the outgrowth of the Pestalozzian idea.

## Thomas Arnold. I.

The name of Thomas Arnold very properly finds a place in Karl Schmidt's "History of Education," for although he founded no theoretical school of education, nor ever, perhaps, even for his own use, reduced his principles to a system, yet he was emphatically a man of principles. He was an educator (and this forms his great distinction) whose simple object was to devise what appeared best for the school at the time. He had a theory of action certainly, and he carried it out, amidst almost unceasing varieties of practice, but any disposition that he might have had to theorize generally on education was kept in check by his desire to interfere as little as possible with the traditions of the school that he had to govern.

In 1828 he became head-master of Rugby school, and held this office till his death on June 12, 1842. In the fourteen years of his head-mastership he not only raised Rugby to a very high position among the public schools of England, but breathed into public school education—and may we not say into private school education also?—a new spirit, the force of which is not yet exhausted, and of which we see the effects every day.

You will see, then, that Arnold was a schoolmaster and *so, nothing more*; but I do not think he was necessarily a worse schoolmaster on that account.

"Even his general interest in public matters was not without its use in his new station. Many, indeed, both of his admirers and of his opponents, used to lament that a man with such views and pursuits should be placed in such a situation. 'What a pity,' it was said on the one hand, 'that a man fit to be a statesman should be employed in teaching schoolboys.' 'What a shame!' it was said on the other hand, 'that the head-master of Rugby should be employed in writing essays and pamphlets.' But, even if there had been no connection between the two spheres of his interest, and had the inconvenience resulting from his public prominence been far greater than it was, it would have



been the necessary price of having him at all in that place. He would not have been himself had he not felt and written as he did; and he could not have endured to live under the grievance of remaining silent on subjects on which he believed it to be his most sacred duty to speak what he thought.

"As it was, however, the one sphere played into the other. Whatever labor be bestowed on his literary works was only part of that constant progress of self-education which he thought essential to the right discharge of his duties as a teacher. Whatever interest he felt in the struggles of the political and ecclesiastical world reacted on his interest in the school, and invested it in his eyes with a new importance."

I hold distinctly to the opinion which I have before expressed, that it is not only an advantage, but even a duty, for a teacher to make himself acquainted with the personality, the principles, and the practice of the masters of his art. It is a great mistake, moreover, to suppose that we who may be engaged in one department of education cannot learn much from those who have been earnestly engaged in some other, though widely different, department of the same field of action. Dr. Arnold, for instance, was the head-master of a great public school, and young teachers of little children may imagine that what Dr. Arnold did and thought in this position can have little or nothing in common with the work they have to do while in their presumed inferior condition of life. I say this is a mistake which it is important to correct—(1) because in my view founded on a false assumption; for viewed naturally, the work, and consequently the position, of an elementary teacher employed in laying the foundation of the youthful mind, is in no respect inferior to that of any other teacher whatsoever; and (2) the bright example of excellence in the personal character or the work of a successful teacher ought to be, must be, operative on the character and work of every teacher who carefully and admiringly studies it.

In the case before us, what ought to have taken place has taken place, for it is beyond a doubt that Arnold's life as an educator has greatly influenced the professional lives of other educators. In view of these considerations, let us give our best attention to Arnold as an educator. Every one of us is continually, though quite unconsciously, photographing his characteristic features on the minds of those around him, with a force proportioned to the light upon the object and the proper action of the receiving surface. Under these conditions, which are, however, continually varying, we effectually and ineffaceably impress our characters on the minds of others, and become in a greater or less degree a portion of their life. In Arnold's case, this was pre-eminently true, and there can be little doubt that what he effected as a professional educator was after all only a small part of what he effected as a man. He had to do with minds already educated in our sense of the term, with minds in a great measure fashioned and in their leading features fixed by circumstances in which he had no share. He had to take these minds and characters as they were and to make the best of them. I do not think, for I see nothing in his letters or other writings to show it, that he knew anything of what we have called the "science of education." He was distinctively a practical man, an empiric of the best kind. He was governed by two main principles: As a trainer of character, he aimed to make his pupils Christian gentlemen. As a trainer of mind to make them think. Round these two points as pivots revolved the ever varying arrangements of practice. "Rapid," says Dean Stanley, "as might be the alterations to which the details of his system were subjected, the general principles remained fixed."

Arnold showed his high estimate of the importance of his profession by—(1) devoting himself intensely to its duties; (2) by entertaining a deep sense of its responsibilities; (3) by incessantly carrying on his own education; (4) by continually aiming to improve his practice, while maintaining his principles; (5) by manifesting a high regard for work. Mr. B. Price who was first a private pupil of Arnold's and afterwards an

Assistant-Master at Rugby, says: "Dr. Arnold's great power, as a private tutor, was this, that he gave such an intense earnestness to life. Every pupil was made to feel there was a work for him to do, that his happiness as well as his duty lay in doing that work well. Hence an undescrivable zest was communicated to a young man's feeling about life, a strange joy came over him on discovering that he had the means of being useful, and thus of being happy; and a deep respect and ardent attachment sprang up towards him who had taught him thus to value life and his own self, and his work and mission in this world. All this was founded on the breadth and comprehensiveness of Arnold's character, as well as its striking truth and reality; on the unfeigned regard he had for work of all kinds, and the sense he had of its value, both for the complex aggregate of society, and the growth and perfection of the individual."—From PAYNE'S "LECTURES ON THE HISTORY OF EDUCATION."

## The Temperament of the Teacher.

By E. D. K.

"Arthur seems to be growing more and more fretful and peevish every day; I wonder if his new teacher has anything to do with it. He was very happy in school last year, but I shall be very sorry he was promoted, if his disposition is to be spoiled by it."

The mother looked anxious; she was one of the sensible kind of mothers—an old teacher herself—and she knew how to look below the surface of things for hidden causes. She wouldn't judge hastily, and she spent a part of the next forenoon in her boy's school-room. She came home in despair. "Why, I couldn't be in the room one week with that teacher without being driven wild. Her manner, words, and tones are one continued fretfulness. Nothing was quite right that the children did. Not one word of commendation to a child while I was there. And the *tone*! Why, it was pitched high and full of needles. What *shall* we do with our boy?"

This was said to the father at night, when they were "talking things over." Not a word of this to Arthur himself—oh, no! she was too wise for that; but she foresaw more harm done in the coming year to the heart and soul of her child, than all the good he could get from that year of grade work. What could be done?

This case is not unusual, though the causes that are working harm with the children are not often traced to their source. Children are being subjected every day to influences in the school-room that older people would run away from. They might be perfectly willing to acknowledge all the virtues of the discordant soul that they "couldn't endure," but they would beg to be excused from daily association, even while they were ready to ascribe to them a complete catalogue of the graces. Now we say of such cases that they are not "congenial" that they are "antipathetic" that there is an "incompatibility of temperament," and so on through all the changes in phraseology.

But what are children to do when thrown with such antagonistic natures in their teachers? Do they feel these inharmonies any the less because they *are* children and cannot understand the psychological diagnosis of the case? Not at all; but rather, *more*. Their natures are not yet blunted past keen sensation from the world contact with repellant natures and they suffer on, not knowing why or what to do.

The fact that children's strong attractions and repulsions toward strangers are considered an almost unailing test of character, ought to count for something when they are placed in school under a new teacher. But, does it? Who ever watches the tell-tale faces of children when they come before a teacher for the first time, or acts upon an unconscious but unmistakable expression of repulsion in their faces and manner? "Life is full of hard places, and children might just as well get used to what they don't like now as any time," says or thinks the parent, if he says or thinks at all.

And to come back, after all, to the first question: "What can be done?" "The child ought to be in school," comes in response to every protest, and so he had, in nine cases out of ten. But there comes a dangerous *tenth* when the little human twig is being bent and twisted out of all proportion and symmetry, and then, there can come but one answer: *Take him out* and let nature get at him for a year, till that "grade" or that term passes by. There is supplementary reading for him outside the school-room, arithmetic in every transaction at the grocery; geography comes all the way on every side to greet him, and manual training waits for him in the wood-pile, and elementary science makes his acquaintance in true comrade style from the falling leaf and the early frost, to the cat's paw that has made itself felt.

There are times when hearts count for more than heads.

But what about the *teacher* all this time? Is she to be blamed for her temperament? Perhaps not on the ground of heredity, but the wrong lies in entering upon school-work, *regardless of temperament*. Who ever heard of a normal school graduate or any other teacher who stood in the "nineties," in an examination, and yet was refused a diploma, equivalent to a "certificate" for teaching, because she was not *adapted* to children? When that day dawns, it is time to look about for ascension robes, yet with a backward longing to stay a little longer on the earth, for the sake of seeing things righted at last. To live a few years after political influence and "friends on the board" have ceased to weigh in the election and retention of inefficient and unfortunately organized teachers, would be worth just so much subtraction of time from even an assured hereafter.

What are some of the essentials of the temperament of a true teacher? Without going into an enumeration of the regulation virtues, let two or three qualifications not usually considered come to the front:

1. She must enjoy having children about her, not necessarily "love children" as the expression goes—love does not come "to order" anywhere; but it is indispensable for her success as a teacher that she have a little pleasant exhilaration when children are around her; that she can catch the contagion of a happy laugh and feel a genuine heartache over their little-big troubles. If she cannot enjoy games with them, let her beware how she enters upon school work.

2. She must have versatility. School-rooms are monotonous at the best. Dark days come into every school life, and woe be unto the teacher who cannot do a dozen things equally well—yes, several dozens. The ability to explain why the divisor is inverted, to tell a myth, to dissect a grasshopper, to sing a song, to interweave earth structure and its history equally well, to keep the children alert with desire for investigation in every line of study, and as happy as children ought to be who are climbing up natural pathways—all this is as necessary in the teacher's temperament as oxygen is to the atmosphere.

3. She must have sympathy, real, genuine, old-fashioned heaven-born sympathy, first, last, and always. The kind of sympathy that *broods* in its expression rather than *talks*; that can understand situations intuitively and heal heart-aches, through her genuine sympathetic knowledge of what is needed. Who ever heard of antagonisms with a teacher who liked to have children about her, was ingenious in interesting and instructing, and who showed a real heart-sympathy with the children's thousand varying feelings and experiences? We do not mean sympathy, from the teacher's standpoint, but *from the point of view occupied by the children themselves*; there is all the difference in the world in this.

When one thinks of the real agony one has gone through in consequence of false teaching, it makes human nature angry with the teachers who have added to the bitterness of life.—*General Gordon.*

## Principles of the Kindergarten.\*

Supt. S. T. DUTTON, Brookline, Mass.

Fröbel not only absorbed the best ideas of Comenius, Rousseau and Pestalozzi, but added much thereto, and recast it all in the mold of a deep spiritual insight. He may justly be said to have founded a system of teaching that is daily growing in influence and promises to secure for childhood a more natural and sympathetic development in our schools. The central aim of this system is unity—unity of the forces within in correspondence with the forces without. This most generic of all educational ends finds only its initial outcome in the kindergarten as at present organized. It must have commanding influence in succeeding years, and many of the narrow and utilitarian standards that have held the field so long must be swept out of sight.

Fröbel merits the lasting gratitude of mankind for having made current the idea that the study of childhood is worthy the attention of careful and philosophic thinkers; his consecration of heart and religious fervor have marked him as one who followed the great teacher and learned of him.

Education is to be gained through the free self-activity of the child. All growth is from within and cannot be imposed from without. Adopting the method of nature, play becomes the avenue through which the child's activity is directed. This principle applies everywhere; songs and games are useful in all schools; athletic sports receive the sanction and support of authorities in schools and universities, because they are a powerful aid to broad physical culture. Only through freedom can children reach the highest development of their intellectual powers and gain that control of self that is the foundation-stone of character.

The atmosphere and conditions which surround children are all important; sympathy and love are to children what sunlight and moisture are to plants. The refreshing influence of a kindly spirit calls forth the best and happiest efforts and secures the highest results physically, morally, and intellectually. What is known as the "spirit of the kindergarten" is needed in every school and in every home to secure perfect spontaneity and co-operation. The social element that is seen to such advantage in many kindergartens is possible in all schools, provided there is an atmosphere of natural helpfulness inspired by love and respect for the teacher.

The creative activity must be prominent. "We learn by doing." No dictum concerning education is better understood than this. The beautiful and delightful occupations of the kindergarten are proving to be a strong argument for manual training in all schools. The possibilities for the expansion of these occupations in primary grades are yet far from being realized.

All the powers are to be trained. The germs of all human power and excellence are in the child waiting to be quickened into life and activity. All all-sided development can only be achieved through a system that includes all the studies and forms of exercise. Natural science, literature, history, ethics, and manual training are begun in the kindergarten. There should be no break in the course; all these studies should be carried on in such a way as to assist each other and to aim at that unity in the culture of the body, mind, and soul that is the end of all education.

\* From paper read at the Springfield meeting.

I have done my work inspired with the idea that teaching is a beautiful art and a noble vocation. To me the teacher has seemed to be an artist shaping the minds of his pupils into higher forms, and through them molding the generation in which they live. The true teacher has seemed to be painting pictures on the canvas of mind that shall last through the generations, and fade not in eternity.—*Edward Brooks.*



## The School Room.

DEC. 17.—LANGUAGE AND THINGS.  
DEC. 24.—EARTH AND SELF.  
DEC. 31.—NUMBERS AND PEOPLE.  
JAN. 7.—PRIMARY.  
JAN. 14.—DOING AND ETHICS.

### Language Teaching. III.

By ROBERT C. METCALF, Supervisor of Schools, Boston, Mass  
STORIES.

We have always urged upon teachers the importance of furnishing pupils with opportunities for practice in using language.

In the two or three lower grades the reading books furnish but little good material for reproduction. For this use the stories are too simple and the sentences too short. Such stories when reproduced are usually given back in the words of the book.

A child is capable of appreciating a story which is told in words too difficult for him to read. In fact, his own every-day conversation is usually carried on in language more complex than that found in the First and Second Readers. His sentences may not be grammatically correct, but in construction they resemble those used by his elders.

In the two lowest grades the teacher should frequently tell in a familiar way some good story to her pupils,—a story selected primarily because of its fitness for reproduction. In selecting stories, however, the teacher should have in mind the moral training of her pupils. A lesson in morals conveyed through the medium of a story is more likely to touch the heart of a child than when given in any other way.

Having told the story to the pupils, she should lead them into a familiar conversation during which they shall forget that she is giving a language lesson, and shall thus have a favorable opportunity not only to tell what they know of the story, but to ask and to answer questions concerning its details. Finally, let two or more pupils tell the story "just as teacher did," and then answer any questions that their mates may ask them.

Such an exercise, if skilfully conducted, will be full of interest, and will give practice in the use of English under the most favorable circumstances.

Criticism by the teacher is of course needful. But let her remember that the child must possess confidence before he can talk freely; and confidence cannot be gained by one who is embarrassed by frequent and finical criticism. Criticism by the pupils, at this stage of the work, is seldom helpful.

It should be remembered that no one, whether young or old, can talk well while his mind is struggling with the form of the sentences he is using. With children, some of the most important mistakes must be pointed out, but those that are less important will be outgrown. It is not even necessary to point out all important mistakes. Call the pupil's attention to a few only at one time, and trust the future for opportunity to correct others. Such opportunities are not likely to be wanting.

During this oral exercise, do not forget to give attention to the position of the pupil, nor to his pronunciation of words, and the purity, clearness, and flexibility of his voice.

#### PICTURES.

Good pictures may furnish excellent opportunities for oral as well as written language work. For this purpose the pictures should be of such size that they may be easily seen by the most remote pupils in the room. The picture should not be crowded with objects, but a few should be so prominent as to suggest readily the story which the artist intended to illustrate.

In the lowest class it may be well to require the children to name the objects seen in the picture; but the teacher should not allow the exercise to degenerate into, "I see a man," "I see a dog," and "I see a chair." The pupils should be taught to begin their sentences with, "I see," "There is," "In the picture," "A man," etc.; thus securing from the first a pleasing variety.

In the second year, and with many bright children during the first year, the picture may at once suggest a story. But the teacher should be sure that the child, before he begins to talk, gives sufficient attention to the details of the picture to gain a clear outline of the story. Language being an expression of thought, no child should be encouraged to talk or to write until he has a clearly defined thought in his mind. Loose thinking will surely lead to loose expression.

When the story has been well thought out by the child, he may tell it just as he has told those that he has read from a book, or has heard from the lips of his teacher. Such stories are likely to begin, "One day Mrs. Brown told her two boys, Eddie and Tom," or "Kitty Lewis called on her friend Mamie Thomes last week," or "Tommy Tucker's father gave him a small white puppy for a Christmas present," etc. The teacher should endeavor to secure a variety not only in the construction of the children's sentences, but in their stories. The pupils should be encouraged to talk freely, and to make their stories as complete and as interesting as possible, but the teacher must not forget that her main object is not to train the children to tell stories, but to use good English.

Kindly, carefully, and persistently she should correct faults until they disappear.

Added interest may be given to this work by suggesting the outline of a picture-story, and requiring the children to fill in the details.

The following outline will make my meaning clear:—

The teacher says to the class, "I can see (with my mind's eye) a little boy sitting at a window in the second story of a house on ——— street. He looks very pale, and he seems to be wrapped in a shawl. A vase of flowers stands in the window. I wonder if any boy or girl in this class can complete that story." The pupils think for a minute or two, and then one suggests, "Last Tuesday little Tommy Rand, while going home from school, was run over by an express wagon." Another pupil adds, "Immediately, a crowd collected about him, but a policeman drove them back, to make room for the police ambulance which had been sent for to carry the boy home." A third pupil says, "The boy is getting well now, but his classmates carry him a bouquet of flowers every day, and those are the flowers that you saw in the window."

Thus the story will go on, a number of pupils taking part, until the teacher is satisfied that sufficient interest has been aroused to warrant her in saying, "That will do now. In our next language hour you may all write that story for me. I will read all of your papers if you do not make your stories too long."

The object of all such work is to furnish opportunities for pupils to use English under the most favorable circumstances. This is the secret of good language teaching.

The outlines below may also be of service:—

(1) Two boys may be seen fishing in a small stream. A lunch basket stands under a large tree, and the roof of a house shows through the branches of other trees in the background.

(2) A boat is floating down a river. In the boat are two boys. A gun and a fishing rod may be seen in the forward part of the boat.

(3) A large gray squarrel is sitting on the lowest branch of a tree. A little boy is near by with some nuts in his hand.

(4) A picnic party in a grove. Houses may be seen in the distance. A pond near by, in which are some white water-lilies.

### Vocabulary Development. I.

By "VERBUM."

Water cannot rise above its level, nor language above its thought; for language is "the habit" or clothing of thought, and can never be purer nor finer than its source, although the converse may be true from lack of the right words. The first thing, then, to do in developing the pupils' vocabulary, is to require them to think. It will be found that they will ask for language to express their ideas, and that the growth or increase of thought will measure the vocabulary development.

All thought must come through the medium of sense; hence, children should be taught to see, hear, touch, taste, and smell *observantly*. If the well-springs dry up, the streams will disappear—and the person who passes heedlessly through the world will have a scant vocabulary. To prevent this, have the children frequently examine objects with the express purpose in view of afterwards giving a description of the things observed.

The terse advice of Horace Greeley, to an aspirant for literary fame, who had asked his advice about how to proceed, holds good in this department of educational work: "Have something to say, then say it." By first furnishing the immature minds with direction, their language will take a natural course of development. Words will not be vain and empty, but will be the exponents and embodiments of ideas; and no new word should be taught until it is the sign of a distinct idea. Teach them, then, to express themselves clearly and simply. Show them how to choose their words, to express their new-found thoughts.

#### EXAMPLES.

Have them tell through how many and what streets they pass on their way to school; how the trip might be varied, and whether the change would add to or diminish the distance, and if it would be more or less agreeable by the route named.

Ask them what trees grow nearest them; their age, habits, leaves, bark, wood, etc.

Let them tell about the buildings passed; their purposes, material, and architecture; speak, and lead them to, of the different parts and their uses.

Show them samples of various kinds of cloth; tell them about its manufacture and of the making of their own clothing, and *let them talk*. Their eyes will snap; they will be full of enthusiasm, for they are thinking.

#### THE TEACHER A MODEL.

Be a model, yourself, in this regard. Watch your own language as carefully as you do your actions, for you will always find enthusiastic imitators in your pupils; and your style of language will have an exquisite charm for them now, and should contain the elements of a blessed memory in their future. Create an "atmosphere" of purity in your conversation, and of simplicity as well, and require the same of the children.

## Two-Minute Letter Writing.

By PRIN. A. B. GUILFORD, Jersey City, N. J.

One of the earliest things that a child should be given, after he has learned to write, is the ability to build, without much waste of nerve force, a neat, concise letter in which he has with ease, said what he wanted to say.

To do this, needs well-directed effort on the part of the teacher, and much practice on the part of the child—effort on the part of the teacher that is directed by a clear idea of what is wanted, and effort on the part of the child that finds its greatest expense in memorizing set forms and in studying modes of expression.

Those who have devoted some little time to letter writing without, perhaps, so much of success as the time and labor spent might reasonably expect them to obtain, have attempted to do too much. In the entanglement of matter the child has failed to accomplish good results.

My first work in letter writing would be to give the child a clear idea of one good form of the heading—where and when the letter was written. Continue upon the heading until such time as the child automatically will write the given heading from dictation correctly, and in the right place. This includes capitalizing and punctuation.

Treat the address—to whom the letter is written and to what place it is to be sent—in the same way until the child without effort, from the teacher's dictation, unites in proper form and in the right place, both heading and the address.

Take up two or three common forms of salutation as the first thing in the body of a letter. Train the children with reference to the position, capitalizing, and punctuation of these forms of salutation. Let the children from dictation, write heading, address, and set form of salutation until they are letter perfect on these three forms. Do not hurry your work.

The body of a letter is made up of a certain number of paragraphs. Let the bodies of the letters first written by the children consist of but one paragraph, and at first I would have but one sentence in that paragraph, the design being to give the children the correct form of that which is to contain their future thought. This single sentence in the body of the letter may be a statement or inquiry, but whichever it is, it is written in correct form, and especial care is taken by the teacher to see that the child does this.

Train the pupils upon the subscription until the child without effort, properly subscribes to a letter, using the closing words of respect or love, and the signature of the writer. The teacher will notice that a letter as long as the following, does not give such a mass of matter to correct as is seen in the letter turned in by the average school boy or girl:

Thomas L. Vincent,  
36 Broome St.,  
Richmond, Virginia.

SIR,—I wish to thank you for the copy of Eggleton's History received by me through the mail to-day.

Columbus, Ohio,  
November 9th, 1892.

Respectfully yours,  
George F. Newman.

The mass of work from her class is not so great that she would be at all staggered with it. It is her duty, as a protective measure to herself, to examine each piece of work from her pupils. The pupil that finds work of his passing under other eyes than those of the teacher, and receiving marks from other hands than those of the teacher, is very apt to do his work in a careless, slovenly way. I would not only see each piece of work done by my pupils, but would be sure to let them know that nothing was done in the class-room that did not pass beneath my critical inspection. After the pupil has become accustomed to doing his work neatly, giving to the teacher his best effort only, she will find that a group of forty letters, each one of which she is attracted to on account of its neatness in arrangement and care in writing, will not take much time to correct, nor give her any great amount of exhaustion.

A piece of work passed in by the child that does not represent care, should immediately be put in the waste-basket. A child should be trained always to do the best he can under the circumstances. The teacher who puts her pencil to the correcting of work that does not represent the child's best effort, is doing a double wrong. She is opening the door for the admission of other matter of the same type, and she is paving the way for much future mental disturbance on her own part.

The child having become automatically correct in heading, address, body, and subscription of a letter, and having been taught to put the address, in correct form, upon the envelope, is ready to give to the teacher a product of his work in a very short space of time. Single paragraph letters of from one to three sentences in which the child has correctly stated the idea in his mind, may be produced from classes above the fourth grade (primary) in two minutes time in lead pencil. In all grammar grades, the same

work somewhat elaborated, may be produced in ink in the same time.

The teacher should keep on her desk ready for use, a classified list of subjects for letters, and one of these, it seems to me should be given to the class as a whole each day, though it would not be expected that each member of the class would build his letter except in the technical parts in the same way. I can see no reason why it should not be an established rule of the class-room that each pupil each day of school should present to his teacher a neatly written letter. I cannot see that this would add greatly to the teacher's work, and I can see where it would be of inestimable value to the child. Suggestions as to the body-matter might be placed upon the board, and the pupil might during the spare moments which come to him through the day, build his letter.

I give below a few suggestive directions that are complete enough to lead the child to know what is wanted of him in the way of a letter:

1. To your cousin,—invitation,—last Saturday of next month,—birthday.
2. Inform a school-mate of our conclusions regarding the Northmen.
3. (Primary.) Tell Fred how you got your bicycle.
4. To A. Lovell & Co., 3 East 14th street, N. Y.—you need four copies of Brown's History of the World.
5. (Primary.) Beg some pictures for your scrap-book from Aunt Hannah.
6. Inform a friend of the time of the assassination of Abraham Lincoln; give reference.
7. Propose the question for discussion at the next meeting of your association to the chairman of the proper committee.
8. Direct a school-mate to the proper source for finding something about the forms of leaves.

## Knife Work in the School-Room. III.

By GEO. B. KILBON, Principal of Manual Training School, Springfield, Mass.

It is not possible to know how many readers of THE JOURNAL are doing the work laid out in these lessons. We do not learn that a large class has been organized who report through correspondence, but we hope all those who are doing the work have provided suitable tools and wood and not inferior ones, and that they consult some friend who is a close wood-worker and who will inspect and criticise every article made, so that the greatest possible measure of success may attend their efforts.

We call attention again to the Four Fundamental Rules mentioned on page 29, K. W., and press the importance of remembering them continually and observing them faithfully.

Lessons VII. to XIV., K. W., instruct in cutting eight different plane, geometric forms from  $\frac{1}{4}$  in. wood. The details of cutting a square were mentioned minutely in the previous article, and as all of those details are fundamental to all rectangular work, and many of them to curved work, it is essential that they be understood at the outset and be frequently referred to, till they are firmly fixed in mind and practice.

Lesson VIII., page 34, K. W., on cutting a circle 2 in. diameter from  $\frac{1}{4}$  in. wood, gives important directions regarding curved work. If the instructions concerning cutting from the side toward the end of grain are understood much trouble will be saved in future work. Before attempting to cut the circle read the directions carefully. Re-read them if necessary to understand and fix them, and do likewise with succeeding lessons.

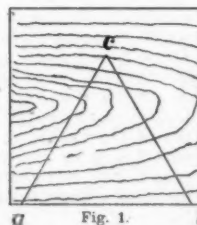


Fig. 1.

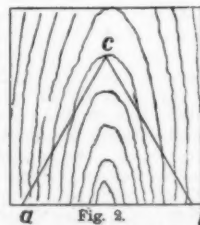


Fig. 2.

Lesson IX. describes the method of making an equilateral triangle and supposes that an *edge* of the board is used from which to lay out the work and not an *end*. Pupils sometimes work from an end of a board instead of an edge. This is not specially harmful if the grain of the wood and the necessary directions regarding cutting with respect to it are understood. Fig. 1 shows a triangle laid out from the edge of a board and Fig. 2 a triangle laid out from the end of a board. (See Fig. 22, K. W., for definitions of the terms *edge* and *end*.)

In Fig. 1 the knife must cut from *c* toward *a*, and toward *b*. In Fig. 2 the knife must cut from *a*, and from *b* toward *c*.



No, he laughed and whispered to the waitress, and she went out and brought in some honey. The principal said, "As you don't like the cheese, try the honey." George wanted us to refuse the honey, but you may be sure we wouldn't do that. George called this "going on a strike."



Describe a sketch of any size, as in Fig. 4, and show the same.



"Miss Gilman," began Jimmy Fielder (by the way, Jimmy, though a great reader, was sure to bring raisins to school). "What a dreadful man Cortez was! He came to Mexico and determined to conquer the Mexicans. In the center of the city was their great 'teocalli,' as they called it—it was a temple; on the top was a stone, which is kept yet, on which they laid their war prisoners. The priests tore out their hearts while they were still beating and offered them to idols; human hearts were offered daily. They

"What became of George? Did he become a soldier?"  
Oh, no! George is principal of Hazel Dell school now. But it is ten minutes past three. You are dismissed without form. Good night all.

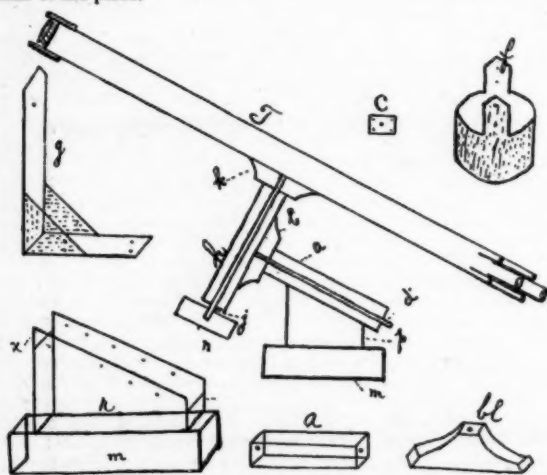
## To Make a Cheap Equatorial.

By H. N. FELKEL, Principal State Normal School, De Funiak Springs, Fla.

A mere telescope without some means of holding and directing it, is a very unsatisfactory possession. It is the object of this paper to describe the construction of a cheap instrument by which an observer may easily point to any star or planet above his horizon and follow it without difficulty.

The necessary material and the relation of the parts to each other may be understood from the figure. The piece marked *m* is a block of hard wood two and a half inches thick, five inches wide, and five and a half inches long; *p* a piece shaped as indicated, two inches thick, two and a half inches high at the lower end, and five and a half inches at the other. The piece *p* is fastened securely to *m* by any means that may be most convenient; *a* is a piece of poplar, or other close-grained wood, two inches wide, two inches thick, and seven inches long with a hole through the center from end to end, five-eighths of an inch in circumference. The shaft *d* is a piece of round machinery steel, five-eighths of an inch in diameter, ten inches long. The piece *h* is of the same material and dimensions as *a*, and *j* is the same as *d*.

The pieces *b* and *k* (shown in perspective and marked *b*) also should be of some good close-grained wood with a five-eighths of an inch hole, as indicated, so as to receive the iron shafts *d* and *j*. The pieces *b* and *k* are fastened firmly, the one to piece *a*, the other to the telescope tube *T*. The piece *b* may be fastened to *h* with wood screws of proper size; *k* may be secured to *T* by means of brass bands passing around the tube and engaging the ends of the piece.



The pieces *b* and *k* should be faced with iron plates (*c*), one on each side of the hole so as to furnish a firm and steady bearing for the shafts. Any blacksmith can make these. The small holes should be countersunk so that the screws-heads may come down even with the surface of the plates when fastened on. Similar plates should be used to face the ends of *a* and *h*.

Here is a plan by which the piece *a* may be secured to *p* by two boards a half inch thick and shaped like *p*, but two inches higher (see *r*). These boards may be screwed or nailed firmly to *p*. The piece *a* is then placed between these boards where they extend above and are fastened by means of screws as indicated by the holes.

The pieces *h* and *a* should be exactly at right-angles to each other. The iron shafts *d* and *j* should be fastened to *h* and *k* so that they may turn with them. This may be done by filing one side flat and inserting a stout screw.

The piece *m* is a counterpoise. This may be made of lead and should exactly balance the telescope *T* when the lenses are in position. It may be made as follows: Cut a tin can (a two pound tomato or beef can) like *f* leaving ears as indicated. Into this pour the melted lead. If the can has been carefully cleansed the lead will adhere firmly to it. With screws the piece may be fastened to *h* by means of the ears. These ears may be bent down at right angles to the end of the can until reaching the piece *a*, and then turned up parallel to it. To make this counterpoise perfectly steady a five-eighths hole should be drilled through the center, in which the iron shaft may be inserted. (If a core be used when the counterpoise is molded the labor of boring through the mass of lead is avoided.)

On the ends of *h* and *a* graduated circles may be fastened and

so adjusted that a star may be found at any time day or night by getting its right ascension and declination from the nautical almanac or any good star catalogue. Those circles, however, are not necessary for ordinary observations.

The block *m* is intended to be fastened to a tripod, or pedestal inserted in the ground. The top of the pedestal should be of the size given for *m* and the piece may be secured by large screws, or better by having two pieces the width of *m* and three-fourths of an inch thick nailed on the sides of the pedestal and extending up two and a half inches. Screw holes may be put in the ends of these pieces and *m* thus made secure.

I have described the simplest, cheapest, and most easily constructed form of equatorial, but for those who know how to use metal working tools the following suggestions are given:

The piece *m* is of wood and essentially the same as above described. The piece *p* is replaced by iron braces two of which are three inches long and two six or six and a half inches long. These braces are shaped as shown in figure (*g*).

The pieces *h* and *a* are made of heavy brass tubing. The pieces *b* and *k* are of iron shaped as indicated in figure. They may be made of flat iron one-eighth inch thick. If the brass tubing is not heavy, short rings of larger sized tubing should be soldered on the ends, so as to give a good holding for the screws used to fasten to the braces. The other parts are in the main as I have described them for the wooden instrument.

If wood is used the whole should be carefully sandpapered and finished in oil or painted. The counterpoise should be smoothed carefully with a file and painted.

The height at the lower and upper ends of *p* which determine its inclination should be regulated according to the latitude of the observer. The inclination should be such that the shaft *d* or the telescope tube *T* when parallel to the shaft should point to the north star.

## Regularity of Attendance.

The London *Times* lately discussed the means used by a school in Northumberland for securing regularity of attendance. The writer says: "Regularity is the key of the position. Irregularity—especially if it be of the ingenious kind where four or five attendances are followed by three or four absences—has been the bugbear of educational enthusiasts. The machinery of compulsion is altogether too cumbrous, even where the magistrates are rigidly impartial. But where, as is too often the case, their own sympathies are with the absentees, procedure in court is almost a farce. I believe that we have discovered an automatic cure for the evil. Throughout England the average attendance is, roughly speaking, 75 per cent. of those on the books. The figures look fair enough; in reality they are startling. They tell of an enormous educational waste. Seventy-five per cent., not of the possible population of school age, but of those entered on the books—which is a very different matter. That is to say, of children nominally attending school one-quarter are always absent. The expenses are constant; the teachers are present, the needful apparatus is provided, but the children are not there. Deplorable as is this waste, no machinery has yet been devised wherewith to prevent it. The problem with which we were faced may be best stated thus: If the 'average attendance' could be raised 8 per cent., the government grant will be raised in proportion, and the school would be free. On this basis a circular was drafted explaining the scheme in detail to the parents. The parents themselves were invited into conference with the managers and the matter was put plainly before them, with the aid of the blackboard. Thereon it was demonstrated that by increased regularity such a sufficient additional sum could be earned from the education department as would free them from all payment of fees. Regularity was made the condition of freedom. We said, in effect, 'Those who come shall be free; those who stay away shall pay. The law is that you shall go to school. If you obey the law you will pay nothing; if you do not obey the law the managers will charge you twopence per week.'

"All children living within a half-mile radius are expected to attend with absolute regularity. Children who live outside the half-mile, but within the mile, are allowed a handicap of four attendances in a school quarter. Those living outside the mile are allowed eight attendances. In addition, absence with leave or on account of illness (if written notice be given) does not disqualify a child; nor is the school opened on 'decidedly wet days.' For the encouragement of the children, prizes of books were offered to all who should make not less than 400 attendances (infants 380) during any school year.

"The merit of the scheme is that it is automatic. The constant pressure of the possibility of losing the whole of the next quarter's freedom from fees has proved to be so efficient that during the whole year not a single case has been referred to the attendance officer, although his services were sought occasionally aforesaid. As a consequence, the improvement since 1887 means a gain to the school finances, from imperial sources, of over £30 a year. That is to say, the rural school has free education and has, as a matter of fact, made financial gain."





Loring and Phipps Architects.  
Boston, Mass.

### NEW SCHOOL BUILDING.

Harvard Street · Brookline · Mass.

The building shown in the accompanying cut is intended for a primary school, and will also have special accommodations for kindergarten pupils.

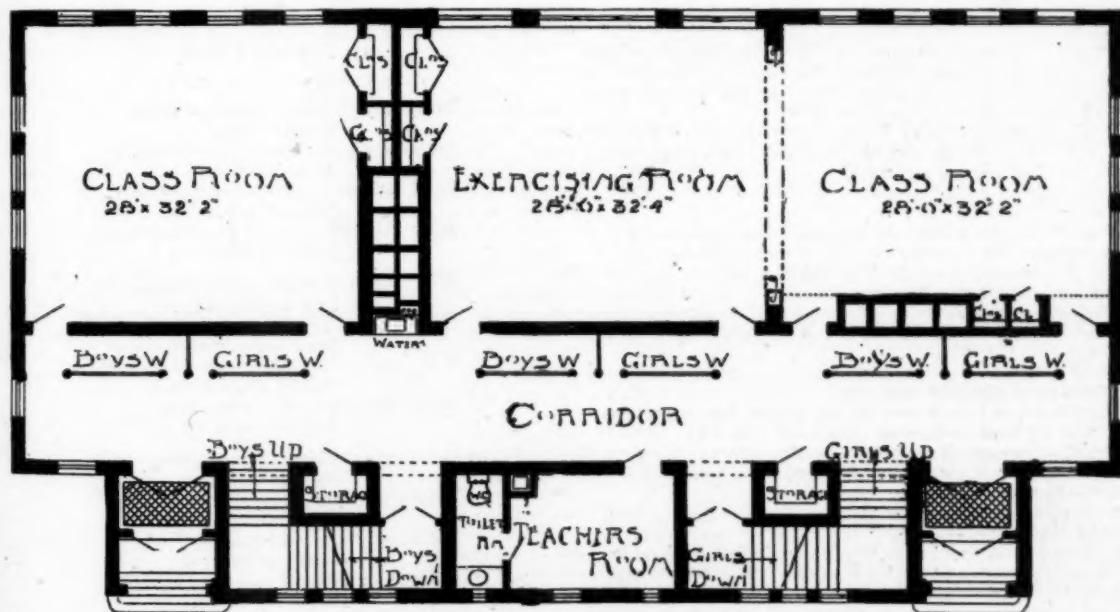
It is a two-story structure, of a classic style of architecture. The dimensions are 107 x 56 feet, and the material used will be a dark buff brick for the body of the building and a lighter shade in other portions. The interior partitions will be of brick and all interior wood-work will be of a fine quality of ash.

In the basement will be separate play-rooms for boys and girls, with exits from the building. On the first floor is a class-room for kindergarten work, 28 x 32, and two other rooms of the same size, one of which will be used as an exercising room. Two of

The rooms on the second floor are of the same size and character as those on the first floor. Each of the six class-rooms is provided with teachers' closets for wardrobe, and also book closets.

The building will be lighted in proportion of one square foot of glass surface to six square feet of floor surface. It will be heated by steam by a 44 horse power steel boiler, and each pupil will be furnished 30 cubic feet of air per minute, and the same will be renewed without draught, keeping the temperature at least 60° in zero weather without a variation of more than 3° in any part of the building.

All fresh, warm air will enter the rooms above the breathing line, and all foul air will be taken out in the wall surface at the



### FIRST FLOOR PLAN

HARVARD ST. SCHOOL - BROOKLINE.

LORING & PHIPPS ARCHTS.

These rooms are connected by means of movable flexifold doors which fall into pockets on either side, and when they are opened it leaves one large room 28 x 64.

All these rooms open on a corridor 104 feet long by 12 feet wide. The wardrobes will be located in the corridor, and are a decided improvement on the old-fashioned method. The arrangement consists of a series of open fences made of stout wire so that a perfect circulation of air passes through them. One other advantage of this system is that it allows the teacher to maintain better discipline because from a central point she can see all the wardrobes, the entrances to class-rooms, and exits to the street.

floor line, being a direct exhaust system for the removal of foul air. Each teacher will have control over the ventilating and heating apparatus in her own room by means of special valves, which can be readily operated.

In connection with this building, it is proposed to erect a grammar school and a separate manual training building, which will ultimately contain all the drawing and cooking rooms, mechanic art shops, and all other rooms for hand work in the sciences or in the arts, which would not be desirable in the other buildings, beside the boilers for heating the whole group, the power for ventilation and the driving of all the required machinery.

## Supplementary. At the Fergusons'.

By JOHN R. DENNIS, New York City.

(A dialogue for five persons.)

(Mr. Ferguson is sitting at the table reading a newspaper; he has a cup of coffee before him. Mrs. Ferguson comes in at the right.)

Mr. F.—Haven't you got through with your coffee, yet, Mr. Ferguson? I don't see how you can sit there when things are all going wrong? Here it is Wednesday and the washing has not been done yet. Won't you put down that newspaper—there's nothing in it anyway and never is—and go to the grocer's and get some soap? (Seizes his hat.) Three bars, remember; Funston's Lunifying soap. (He rushes out, but returns.)

Mr. F.—Funston's Fumigating soap did you say?

Mrs. F.—No, I said no such thing. You'll go and get the wrong kind and there will be more delay. I'd better go myself.

Mr. F.—No, no; just tell me the kind. Though I don't believe it makes a cent of difference whether it is Luminating, Fumigating, or Ruminating soap. Soap is soap, as I take it. (A voice heard: "I hope it's soon I'm to have that soap now, ma'am; the wather has been bilin' and bilin' for more nor an hour. I done bin waitin', waitin' here for soap.")

Mrs. F.—(Who has been making expressive gestures.) There, now, Socrates Ferguson, you see what comes of not having soap on hand.

Mr. F.—What kind is it, anyway?

Mrs. F.—Funston's Lunifying soap.

Mr. F.—What a name! (Rushes out.)

Mrs. F.—(Rushing to door.) Don't make a mistake, Socrates, keep saying it over as you go. I wonder if he will get the soap! (A knock heard.)

Mrs. F.—Who can it be! And this is washday. Come in.

Man.—Is this Mrs. Ferguson?

Mrs. F.—It is. Mr. Ferguson will be back in a moment.

Man.—Never mind I've just been told you would like to buy a handsome picture (displays one). There, madam, look at that. I shall sell only one picture in this town like that and I want you to have it.

Mrs. F.—It is very pretty, but I really cannot think of pictures to-day; I have a great deal of business on hand. (Man offers to sit down.) Oh, don't sit in that chair; it was put out to be mended. Crash heard; Ferguson enters.)

Mr. F.—What is all this? Why did you give him that chair?

Mrs. F.—Why didn't you have it mended? (Man goes out.)

Mrs. F.—Did you get the soap?

Mr. F.—No.

Mrs. F.—No?

Mr. F.—The grocer said you ordered it last night and that it was on the way and would be here by the time I got back.

Mrs. F.—So I did. I wonder if he has been here yet! (Calls.) Bridget, has the grocer's boy been here yet? (Voice Outside: "He has, mum, and he has left some lettuce, a cocoanut, some strawberries, and tomatoes, but not a speck of soap and the wather's bilin' that hard.")

Mrs. F.—There, Socrates; it's always that way. You will have to run over to that grocery store again.

Mr. F.—And if I don't blow up that grocer, just you bet your life on that. (Claps on his hat. Loud knock heard.)

Mrs. F.—Perhaps it's the grocer. (Man enters.)

Mr. F.—You've come yourself this time, have you?

Man.—Yes, sir.

Mr. F.—Got that soap?

Man.—No, sir, but—

Mr. F.—You haven't! Do you know, sir, that we have been waiting all this morning for a few bars of cheap, common, yellow soap, sir? Do you know that I've had to make a trip to your store on purpose for that soap myself and then did not get it? What kind of way is that for a man to do business? We could have waited an hour or two for the lettuce and cocoanut and strawberries and can of tomatoes—

Man.—But—

Mrs. F.—And there wasn't any particular hurry for the broom and the scrubbing brush and the peck of potatoes. But we wanted that soap. The girl's been waiting for it for two hours—

Man.—But I—

Mr. F.—And a whole washing is going to ruin for want of it! I won't stand it! You can't play a trick like that on me a second time. We've only been in this house two weeks, and we have got all our groceries from you. We have ordered something every time the boy has come round. We have spent more than \$20 at your store, and we're not going to spend any more. You've got every cent out of us you're going to get. We shall try some other grocer. You will find it doesn't pay to—

Man.—Will you let me say just a word?

Mr. F.—It won't do any good, sir. My mind is made up. What do you want to say, anyhow?

Man.—I'm the ice man.

Mrs. F.—Oh! (Voice outside: "I do be thinkin' the soap is in the newspaper bundle and I'll begin washin' right away.")

## The First Snow.

By ANGIE W. WRAY, Pocantico Hills, N. Y.

Over the meadows bare and brown  
The wee white flakes came fluttering down.  
Over the tops of leafless trees,  
Hurrying, flurrying, on the breeze,  
Hither and thither, and to and fro  
Whirled and glimmered the flakes of snow.

In many a school-house old and gray.  
The children sat that winter day;  
A host of pupils with eager minds,  
A happier crowd one rarely finds.  
"Oh, ho! oh, ho! laughed the flakes of snow,  
"When school is over we'll see them go!"  
"Ho!" laughed the snowflakes, "Ho! ha! hey!"  
Folding each school-house old and gray.

Lessons were ended one by one,  
Twilight came and the tasks were done.  
Big and little in glee together,  
Out they rushed in the frosty weather;  
While "Ha! ha! ha!" laughed the snowflakes all,  
"We're a mighty army although we're small.  
See how that young rogue tries to run!  
Down you go, sir! isn't it fun?  
Where are the ones who brought their sleds?  
Hi! for skating and dizzy heads.  
Which of you fell in the pond to-day?  
Is the water cold when the ice gives way?  
Ha!" laughed the snowflakes, "Ho! ho! ho!  
What funny stories we wee folks know!"

## In Ninety-Three.

(To be spoken before the first of January, 1893.)

This is my birthday—I'm most a man;  
Exactly eight.  
I'm growing up, says my Uncle Van,  
At an awful rate.  
But I can't know everything quite clear  
Not quite, says he—  
Before my birthday comes round next year,  
In Ninety-Three.

What makes the moon grow thin and long  
Like a paper boat?  
How did they get the canary's song  
In his little throat?  
Why hasn't the butterfly something to do?  
Or why has the bee?  
What will become of Ninety-Two  
In Ninety-Three?

I'm always thinking and wondering  
As hard as I can;  
But there isn't much good in questioning  
My Uncle Van.  
For he only says, with a funny look,  
I shall probably see  
If I keep on growing and mind my book—  
In Ninety-Three.

It's long ahead till a fellow's nine,  
When he's only eight!  
But the days keep passing, rain or shine,  
And I can wait.  
For all these puzzles, that seem so queer  
Just now to me,  
I'll understand by another year,  
In Ninety-Three.

—Kate Putnam Osgood, in St. Nicholas.

"You and Jack sit next to each other in school, don't you, Wallie?"

"Part of the time."

"Only a part?"

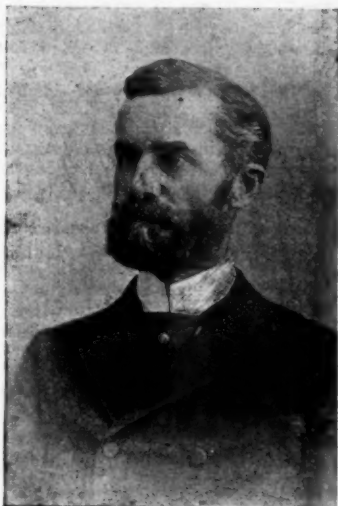
"Yes, sir. Jack's standing in the corner most of the time."

"And what do you do then?"

"Oh, I generally stand in another corner."—Ex.



## The Educational Field.



Nathan B. Coy.

Mr. Coy was born in Ithaca, N. Y.; he was a student at Williston seminary, East Hampton, Mass., from 1863 to 1865 and was graduated from Yale college in 1870. He entered at once upon teaching and followed it for six years.

In 1876 he resigned the professorship of Latin in Phillips academy, Andover, and went to Colorado for the sake of his health.

In 1880 he entered on teaching in the East Denver high school, but poor health drove him back into rural life in 1886. In 1890 he was elected state superintendent of public instruction. In 1892 he was again nominated for the same office but was defeated by the Populist vote. For some unexplained reason the cry of "silver" was very effective among the farmers and miners whose influence in Colorado was great this year.

Mr. Coy is a fine example of a man of signal ability as a teacher occupying the highest educational position in a state. He was not elected to his position as a politician, but as one who would serve the school interests. In the *Denver Exponent* of November 5, the editor said: "One of the greatest privileges will be to vote for a former instructor. Two years as a pupil elicited nothing but kindness, patience, and impartial tutorage"—a delightful testimonial to come from a pupil.

It is a grand thing when a state can attract men of this stamp to its borders; such men, when not in office exert a wide influence. Undoubtedly Mr. Coy will be heard from if life and health are spared.

As a means of teaching the children practical charity the various principals of the schools of St. Paul, Minn., invited them to bring thanksgiving offerings, to be distributed by the St. Paul Relief Society. For three days the children have been carrying their offerings to school—meat and vegetables, canned goods, and provisions of all sorts, as well as clothing. The result is beyond all expectations. In three days the children have given enough provisions to last the 2,000 poor in the city all winter and more than the city has given before in three years. The forty-three schools in the city gave 172 immense wagon loads of clothing and provisions for distribution, and it is believed the problem of caring for the city's poor has been solved.

The Maine Pedagogical Society will hold its annual meeting in Lewiston Dec. 29—31. The program is as follows: Lines of Advance, Prin. C. C. Rounds; "Courses in Literature for Primary and Grammar Schools," Supt. J. E. Burke; "Books which School Boys and Girls are Reading," Daniel E. Owen; "Psychology and Ethics in Secondary Schools," Pres. B. L. Whitman; "The Topical Method of Teaching," William W. D. Hyde; "Importance of the Grammar Grade," J. W. Mitchell; "Importance of Placing Good Books in the Hands of Pupils," G. B. Files; "Phonetic Teaching of the Alphabet," Dr. J. H. Hanson; "The Teaching of English," Miss Mildred E. Fairchild; "The Teaching of Agriculture in the Schools," Prof. Balentine.

In Brooklyn, the kindergarten association carries on four kindergartens. It owes its rise to a series of lectures given in the Pratt institute during the winter of 1890-91. In the following

June it was organized, and includes among its members philanthropic men and women representing all sections of the city. It is supported by membership fees and voluntary contributions. There is a kindergarten training school to prepare those who wish to become kindergartners, and to give to others a knowledge of the theories of education advanced by great thinkers of all ages.

The College Association of the Middle States met at Swarthmore, Pa., Nov. 25. Among other topics they discussed "How High Schools could be Made more Efficient."

At the laying of the corner stone of a parochial school at Parkville, L. I., an American flag was hoisted and an address was made by Rev. John Canmer. He said:

"We concede to the public at large, if parents can put up with it, schools in which God is forgotten, but we also claim our right in the matter. We have no quarrel with the public schools, as we have none with the Protestant churches; but we do say that the public schools are not the places for our children, just as we are ready to admit that the Episcopal church is an excellent institution for those who like it. We ask no subsidies and no favors. What we want is to be let alone to educate our children in our own way. We want no governmental subsidies and we ask none. All we want is that those who differ from us on the subject of education keep their hands off, and that we be allowed according to our interpretation of our duty, to educate our children as we think will best promote their temporal and eternal welfare—make them useful members of society, good citizens, and patriotic Americans, but above all faithful, practical Catholics."

The *Commercial* of Louisville, Ky., says: "There is no reason why competent Roman Catholic men and women should not be employed as teachers in the public schools as readily as those of other faiths. Schools trustees, however, are different. They legislate for the schools and control the course of instruction. No men should be put to legislate for the schools, who are opposed to them, and no man should be charged with the duty of prescribing their course of study who is opposed to the non-sectarian system of education which our situation has made best for us."

It was noticed after the schools in Boston opened this fall that some of the pupils seemed weary and were neglectful in their studies. It was found that children who were deficient were employed in some of the theaters. Theatrical managers were notified that they would be held responsible if the law, which prohibits the employment of children under fourteen on the stage, was not respected.

Dr. McCandless, of Pittsburg, declares that the main cause of the spread of diphtheria is the carelessness of families who allow little ones to play with children from infected families, and to go into sick rooms and death chambers. He says that there are more deaths from diphtheria than from smallpox. But in spite of this that diphtheria is chargeable in many cases to the attendance at school of children who have been exposed to the disease, very often without their parents' knowledge. To fight diphtheria it is necessary to keep a watchful eye upon the schools.

Here is queer news from the Gun Spring academy in Tweed, Chemung Co., N. Y.

When several pupils went to get their books out of a desk which stands in a corner, they were astonished to find a huge rattlesnake coiled up on a geography. The scholars became frightened and ran to the door. A panic would have occurred had it not been for the presence of mind of the teacher, who seized a keen hickory switch, and applied it vigorously on some of the refractory pupils. Then the snake was killed without any harm being done.

They have a boy in Michigan who has a proper appreciation of the value of an education. His parents are extremely poor and live seven and a half miles from a school-house. Yet the boy has been walking the whole distance twice daily, to and from the village school. Residents of the village, observing his heroic efforts to get an education, presented him with a mileage book, so that by walking one mile he can catch a train and ride to school.

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| In Jersey City the principal of the high school gets \$2,700 |       |
| 1 Principal of a grammar school                              | 2,500 |
| 12 " " " "   | 1,950 |
| 16 Female principals, primary                                | 1,020 |
| 72 Assistants  | 624   |
| 121 " " " "  | 528   |
| 97 " " " "   | 408   |
| 66 " " " "   | 400   |

The Cambridge school of which Mr. Arthur Gilman is director attempts to work on the highest lines. The teachers are specialists; several are instructors in Harvard university. With the school is a residence hall, the "Margaret Winthrop Hall." Mr. Gilman himself has a well-deserved reputation throughout the United States. One of the most successful of his books is his admirable "First Steps in English Literature;" his "Story of Bos-

ton" is quite well known. Mr. Gilman first conceived the plan of opening to women a systematic course of study under the Professors of Harvard college, and this resulted in the "Harvard Annex." The success of the Annex suggested that a school for younger girls, might be desired by parents who believed that scientific principles could be applied even to the very first years of education. From year to year this school has had a remarkable growth.

### Kindergarten Spirit and Purpose.\*

By SUPT. W. H. HAILMANN, La Porte, Ind

Thus the traditional school finds antagonism between theory and practice, the kindergarten finds in theory the connecting link between experience and practice. The traditional school finds antagonism between the intellect and the feelings, the child-garden connects the two with the help of manual activity. To the child-garden the three—head, heart and hand—are co-existent dimensions of the one conscious life. The traditional school finds an irresponsible conflict between play and work. For the child-garden play is the prophecy of work; in work the spontaneity of play has learned to obey in true freedom the law of purpose.

Hence, the traditional school needs much rigorous discipline and other artificial pressure which it offsets with the periodical free recess. The child-garden, on the other hand, knows not repression, but only joyous growth, healthful development, genial suggestion, normal environment, and does not, therefore, need the free recess device.

Throughout the spirit of the child-garden is characterized by this drift of unification. For the traditional school education is a science; in its work it is, therefore, analytic, quantitative, subjective, glorifying itself. For the child-garden education is an art; in its work it is synthetic, quantitative, objective; its glory is in the life of the child. The nearest purpose of the kindergarten as such,—that is, as the well-known institution for the training of children between the ages of three or four and seven,—is to give to the child's spontaneity purpose and to his purpose benevolence; to stimulate the sense of power, to place this power in the service of definite ends, to lead him to choose his ends in loving co-ordination with his neighbor and in free subordination to realized law.

Its secondary purpose is the conversion of the traditional school from fragmentariness and artificialness to wholeness and naturalness, from mere system to growth which establishes systems, from the narrowness of mere service to the expansive breadth of art which applies science; from mere erudition to efficiency which implies erudition; from the worship of expedients to the following of principle; so that the entire education of the young from the cradle to the period of full self-direction may be of one piece, leading without breaks or returns from life, through life, to life.

### Algebra in the Grammar Schools.\*

By J. W. McDONALD, Agent of the State Board of Education.

Heretofore the great break in our educational system has been between the grammar and high schools; for, on leaving the grammar grades the pupil has practically left behind him all his previous studies, and on entering the high school has found himself confronted with new subjects and new methods.

There are two reasons that seem to make the plan advisable: First, it would be a great help to the high school if a good beginning in the elementary steps of algebra could be made in the grammar school. Second, it is for the good of the grammar school itself that its mathematical work be broadened. The results obtained from, we might say, nine years of monotonous study of arithmetic in the grammar schools seem to indicate that the pupil has become arithmetically dumb. If a part of this time could be spent in live work in some other phase of mathematics, there is reason to believe that it would not only widen his mathematical horizon, but would result in greater facility in arithmetic. Room might be made for 100 lessons in the elements of algebra during the last year in the grammar school.

By the "elements" of algebra is here meant: Algebraic notation; addition, subtraction, multiplication, and division of both whole and fractional quantities; some of the simpler cases of factoring; the use of parenthesis; and simple equations as far as those having three unknown quantities. Throughout the whole course a great number of arithmetical problems should be introduced, whose solution is facilitated by the use of  $x$ . The difficulty, I fear, will be to find the skilful teacher who will make algebra a study of living interest. And yet on this depends whether the scheme proves a benefit or an injury.

### Education in France.\*

By JOSEPH JACKSON, Worcester, Mass.

One of the latest systems of education is the French. Politically France is divided into 86 departments, 362 arrondissements,

2,865 cantons, and 35,989 communes. Of these the commune is the smallest administrative division, the department is the largest. Public instruction comprises primary teaching, given in the communal schools, that is, in one or more primary schools in each commune; secondary teaching, given in the colleges and lycees, there being several colleges and a lycee in each department generally; higher teaching, given in the faculties, of letters, of sciences, of medicine, of law, etc., in seventeen cities of France. At the head of the whole system of public instruction is the minister, assisted by a superior council and by inspectors-general. Under his authority rectors administer or watch over the teaching in the districts called academies. There are 17 academies in France, each named after its chief town. Under the rector are the academy inspectors, one for each department; under the academy inspectors are the primary inspectors, one at least for each arrondissement.

In article 13 of the order of July 27, 1882, regulating the pedagogic organization and the plan of studies of the public primary schools Jules Verry says: "Every pupil on his entrance to school, shall receive a special blank-book which he must preserve during the whole of his school course. The first exercise of each month in each order of studies shall be written in this blank-book by the pupil in the class and without outside help, so that the collection of these exercises may permit one to follow and estimate the progress of the pupil from year to year. This blank-book shall remain deposited in the school."

### Massachusetts School Superintendents.

At the New England association of school superintendents, a committee consisting of Supts. T. M. Balliet, of Springfield, C. E. Meleney, of Somerville, and G. I. Aldrich, of Newton, were appointed to consider the best system of study in arithmetic. The following comprehensive course was adopted:

#### PRIMARY GRADES.

First year—Numbers developed from 1 to 10; fractions,  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$ ; apply combinations taught to most familiar weights and measures; use of pennies, two-cent pieces, nickels, and the dime.

Second year—Numbers developed to 50; notation, 1 to 50; fractions,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$ ,  $\frac{1}{12}$ ; compound work of first year continued; extension of business arithmetic of first year.

Third year—Number work from 50 to 1,000; notation, 50 to 1,000; begin decimal notation; fractions,  $\frac{1}{10}$ ,  $\frac{1}{20}$ , with simple reductions; begin United States money; continue compound numbers of second year with simple reductions; practice in measuring lengths, buying and selling, making change, etc.

#### MIDDLE GRADES.

Fourth year—Number work from 1,000 to 1,000,000; notation, 1,000 to 1,000,000 and beginning of decimal notation; addition, subtraction, multiplication, and division of fractions (objective); begin figure work; addition, subtraction, multiplication, and division of decimals (objective) and beginning of figure work; extension of work in compound numbers; continuation of practice in measuring lengths; rates of percentage, 50, 25, 33  $\frac{1}{3}$ , 66  $\frac{2}{3}$ , 75, and 100; making of bills.

Fifth year—Continuation of number work, divisors, multiples, cancellation; continuation decimal notation; completion of addition, subtraction, multiplication, and division of fractions; extension of objective work in addition, subtraction, multiplication, and division of decimals; extension of work in compound numbers; simple work of finding areas of surfaces and contents of solids; simple work in percentage; simple examples in interest.

#### GRAMMAR GRADES.

Sixth year—Frequent practice in fundamental operations; notation work completed; many problems involving use of fractions; decimals completed; extension of work in compound numbers; continuation of work in finding areas of surfaces and contents of solids; extension of work in percentage and examples in interest.

Seventh year—Further practice in fundamental operations; occasional practice in notation; continuation of problems involving use of fractions; problems involving use of decimals; completion of work in compound numbers; application of mensuration to work of carpenters, masons, etc.; percentage completed.

Eighth year—Ratio and proportion, square root; reviews in notation, fractions and decimals; study of longitude and time; continuation and completion of mensuration; application of percentage to commission and brokerage, taxes, insurance, custom house business; stocks and bonds; partial payments and banking.

The following are some of the advantages claimed for the course:

It is broad and carefully arranged.

The requirement for objective teaching will do away with much of the slate and blackboard work.

The children will be drilled to think and be farther advanced by its use at the end of five years.

It will provide a substantial foundation for those who are obliged to leave school early and go to work.

There will not be so great a break between the grammar and high schools.

The last year in the grammar school, which will be saved by the new system, can be devoted to work in English and a great deal more reading with a view to enlarging the vocabulary of the pupil and giving a greater knowledge of words. The ninth year could be devoted to rounding up the grammar school work.

The New Orleans teachers are much interested in the idea of forming an association. (The idea is a good one, but there are lots of associations that amount to nothing. An association must have an object and pursue it earnestly in an organized way. Have they an object?) They have a right to be animated over an organization which claims to be formed for "self-improvement," and "mental development." Miss Marion Brown was elected president. It looks as though a great deal might be expected from New Orleans.

\* From papers read at Springfield meeting.



## Conference of Educational Workers.

Less than four years ago this conference was organized in New York City, its object being a better understanding and formulating of methods of instruction, and more intelligent co-operation in all branches of education.

At a meeting held at Columbia college, December 3, the results of kindergarten training were considered—*first*, as to the development of the moral nature; *second*, as to the habits of attention, observation, and expression; *third*, as to the acquisition of facts and experience suitable for the foundation of primary school instruction; *fourth*, how these results may be attained and utilized in the primary schools.

Miss Angeline Brooks, of the College for the Training of Teachers, New York, presented the first paper. Morality was defined as the observance of the duties of the social relations of man. The kindergarten was first established to make good citizens, and its instruction is promoted by the exigencies of the times. The habits of attention, accuracy, patience, and perseverance, there formed, foster the virtues of truthfulness, prudence, thrift, and self-reliance, making the kindergarten a moral agency pre-eminently ethical and religious, seeing in the "gifts" and "occupations" ends instead of means, all its work tending to build up character. The cry is not that the schools teach too much, but that they fail to put into life what they do teach.

Miss Laura Fisher, of the Boston normal school, read the second paper. Practical minds demand not what a thing is, but what it can do; and the time has come when the kindergarten is asked to show results, and justify its presence. The secret of its success is in holding and directing attention. Knowledge grows out of experience and discovery, and many kindergartners fail because they tell what to do, instead of leaving all to the child. The kindergarten occupations introduce the child to the primary forms of many of the arts and industries; and its play is not pure play, since in the latter the child does just as he pleases, so long as he pleases, while the "play" of the kindergarten has a large element of prescription. The primary course may supplement that of the kindergarten with great gain in the lower grades, with advanced "gifts" and "occupations" and the facts thus gathered applied to the work.

Discussions followed by Miss Angeline Haven, of the Workmen's school, New York; Supt. Barringer, Newark, N. J.; Supt. E. H. Cook, Flushing, Long Island; School Commissioners Sanger and Wehruni of New York, and Assistant Supt. Farrell.

At the Clinton Co. Teachers' Association Chas. H. Signor got Webster's International Dictionary as a prize in a spelling contest. Supt. G. J. McAndrew explained the system of school savings banks. Altogether a correspondent writes: "It might have passed muster for a regular institute."

At the Pike Co., Pa., institute the subject of "The Will" was discussed; this is but one evidence that psychology is coming to the front.

At the institute in San Jose, Cal., a resolution was passed disapproving of the state series of text-books, as being vastly inferior, and yet the same in price as those offered by publishing houses. (A state has enough business to do without publishing books and making boots for its citizens.)

In Kansas it appears there are 10,685 teachers; 413 hold diplomas, 748 are first grade; 3,000 are second, 5,500 third grade. (This is a poor showing. The state superintendent should force those third and second grade teachers along up the ladder, until one-half of the teachers hold diplomas. That is the great part of his business. This is what gave Judge Draper his deserved celebrity in this state. Will he not try to get Kansas on the up grade?)

In Alabama last year \$627,911 was paid out for support of public schools. There were 309,628 white, and 240,894 colored school children; total, \$550,522, a little over \$1.00 each.

In France school children take their midday meal at a public table provided by the state. They pay for what they eat with counters bought by their parents at so much a dozen. Parents who cannot pay are provided with counters free, which the children pass in without their schoolmates knowing that they are eating the bread of charity. Thus every child is sure of one good meal a day. Isn't this an improvement on the American "cold lunch"? There is a wonderful sympathy existing between the midday lunch and the afternoon brightness of the children.

The December *Forum* has an article by President Eliot of Harvard university on "Wherein Popular Education has Failed." If he had put it "Wherein our System of Schools do not Educate," he would have had a better title. The schools do a good deal that, all admit; that they could do more is true if there was less politics and more effort to find skilled laborers.

No one should suffer with boils or humors when Hood's Sarsaparilla cures so quickly and well.

## Correspondence.

To the Editor of THE SCHOOL JOURNAL:—A few weeks ago, at a faculty meeting, I suggested that the oral teaching of physiology, in the lower grades, be made more practical; and that less attention be given to the learning of technical terms, or even the simple names of the parts of the body, which soon will be learned by the pupils in an incidental way, as no child of intelligence is ignorant of the terms, arm, neck, throat, etc. I gave a very brief outline of work thought desirable, leaving the details for the grade teachers.

A day or so ago, I was invited to the Third Reader grade, Miss Van Hoesen teacher, to ascertain the result of the change in the work. I offer the following report of what I saw and heard, hoping it may be of interest to some:

The teacher asked if any pupil had a hurt that needed attention, and hands went up all around the room. I was invited to call upon any pupil present, whether hand was raised or not, and in response to my question a small boy stood and said, "I have a bee-sting that is very painful." The teacher then invited me to call upon any pupil to attend to the case; and at my request a little girl came forward, examined the spot (imaginary) on the boy's wrist, carefully wet it, and took some saleratus from a little box on the teacher's desk, applied it, and carefully wrapped the wrist in a neat bandage. The boy then came to me that I might inspect the work, and I found the only trouble that the bandage was too tightly drawn, and so stated, when the little doctor arranged it in a looser manner. While this doctor was treating the bee-sting, I had other cases brought forward in a similar manner, and soon a busy group of children were working quietly, and without a smile or a particle of confusion around the teacher's desk; treating burns (slight and deep), cuts (either of vein or artery), bruises, etc., and doing the work well and showing an intelligence and interest that greatly surprised me.

The arm that had an artery cut, was first raised, and the tourniquet was hastily arranged from cloth and twisted with a pencil and the flow of blood stopped, after which the edges of the imaginary wound were carefully drawn together and fastened with adhesive plaster, and the whole neatly bandaged. Other cases were as carefully treated, and the work was rapidly and neatly done, and without any directions from the teacher. The pupils answered my questions concerning the cases under treatment without a particle of hesitation, stating clearly how they told whether a vein or an artery was cut, etc.

I was very much pleased with the lesson, and especially as I knew it had taken so little time, not over ten lessons of 15 minutes each, and as I noticed the great interest the little people showed, and the fact that even the "dull boy" was ready for this, I determined to continue the work for a few more lessons.

Glen Cove, Long Island.

D. A. PRESTON, Principal.

To the Editor of THE SCHOOL JOURNAL:—Having been a subscriber to your paper for some time I take pleasure in saying that it is always a welcome messenger both to me and my pupils. I am teaching in a country school-house, and a school which they told me it would be almost impossible for a lady to control.

I have been teaching eight weeks and have never seen scholars more easily managed. Although our school-house is a small and inconvenient one we have made it look very nice inside and have purchased curtains for our holiday exercises and I have just introduced Loomis' Progressive Lessons in Music. All of which have added much to the interest of my school. Christmas was hope to have some interesting exercises.

Licking, Ky.

IDA M. HAMMOND.

[Many inquiries having come by mail to Prof. Paddock, concerning the teaching of minerals, he replies to them as follows:—ED.]

To A. L., Columbus, O., and others:

It is impracticable to send glass covered mineral boxes by mail. I find the 14-cent box referred to in article of July 9 requires 9 instead of 4 cents postage. I mail these as samples on receipt of 23 cents.

To M. E. G., Wisconsin, and others:

The 20 minerals mentioned in articles may be obtained of size for class work at expense of about a dollar.

The same minerals of cubic inch dimension for pupil's use may be had at an expense of about a cent apiece, though a little higher price on calcite, fluorite, and a few others, to show good cleavage, would be better. I would be willing (for the present) to send any supplies spoken of in article to teachers at the same price as I am able to furnish to pupils, but cash should come with order, as I do not wish to keep accounts. Send money, stating as nearly as you can how you would like it expended and I will fill the order.

To S—, Buffalo, N. Y., and others:

When teachers form a class for instruction by correspondence I make the terms according to class. Material then is practically free.

M. H. PADDOCK.

Jersey City, N. J.

## Holiday Books.

Among the poets who lived and wrote in the early part of the century there is none of whom there have been such diverse opinions as Wordsworth. Attaining to manhood when Europe was convulsed with wars, in his seclusion he seemed unaffected by these stirring events and calmly worked out his poetical destiny. There was a reaction from the stilted, classical diction and a demand for simplicity. That Wordsworth went a little too far in the latter direction, and that there are barren wastes in his poetry, is admitted by all, yet in this very simplicity lies the strength and the beauty of such poems as "We are Seven," and "I Wandered Lonely as a Cloud." Among English poets he will not occupy as high a place as some of his admirers would give him; but his fame is secure. A famous critic has said: "By his secret of bringing the infinite into common life, as he evokes it out of common life, he has the skill to lead us, so long as we yield ourselves to his influence, into inner moods of settled peace, to touch 'the depth and not the tumult of the soul,' to give us quietness, strength, steadfastness, and purpose, whether to do or to endure." A fine complete edition of his works, with an appreciative biographical and critical introduction by John Morley, has recently appeared. The poems are arranged in the order in which they were written, each having the date of its composition and of its publication. The text and notes are taken from the edition of 1857. The volume is well illustrated, has gilt edges, and is handsomely bound in cloth. (Thomas Y. Crowell & Co., Boston and New York.)

In different parts of our country there are old social forms, that took root in the past century, that are fast passing away. The writer who has the skill to present these with skill and vigor is sure of an admiring circle of readers. We have before us a volume of short stories, *Crow's Nest and Belhaven Tales*, by Mrs. Burton Harrison, in which she pictures social conditions in the South before the war. Belhaven was the original name of Alexandria where remained a faint flavor of early colonial days long after it had disappeared from other sections. Many of her characters are undoubtedly drawn from life, but the author has exercised the prerogative of the novelist in idealizing them and otherwise embellishing the narrative; but one acquainted with Southern manners will recognize the general truth of the pictures. In addition to the Stories "When the Century Came in," "Penelope's Swains," "Monsieur Alcibiade," and "Gay's Romance," there are the stirring war stories "Crow's Nest" and "Una and King David." They are written in a style of such grace, strength and purity, with such an appreciation of dramatic situations, and such accuracy in description, that they will be recognized as among the best tales of the South that have been produced. (Century Co., New York.)

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IN THE HALL WINDOW-SEAT.

From "Crow's Nest and Belhaven Tales." (Century Co.)



"Sisters and brothers, little Maid.  
How many may you be?"

From "Wordsworth's Poems." (T. Y. Crowell & Co.)

Many of the young folks who will read Frank R. Stockton's volume, *The Clocks of Rondaine and Other Stories*, will congratulate themselves on their good fortune in having such an entertainer. His inventive mind is almost sure to present something out of the ordinary line of experience and the moral is generally apparent. For instance, the little girl who started out to regulate all the clocks in Rondaine by her own little time-piece has a counterpart in those who think they were born to set the world right. There is a reminder of many a boyish escapade in "Christmas Truants," a story of a party of boys who ran away from school to avoid the unattractive Christmas observances and fell into the hands of robbers, the result being some unusual and funny experiences. Then there is a telephone story, a tricycle story, a story of the adventures of a couple on an abandoned steamship, etc. One wonders where Stockton gets all his odd fancies. In these seven tales he is at his best. (Charles Scribner's Sons, New York.)

In the calendar *All Around the Year*, by J. Pauline Sunter, both the gift makers and the gift takers will find something to their taste during the holiday season. It consists of a series of gilt-edged cards fastened together with rings and provided with chain and tassels. The pictures represent different phases of a youthful courtship, in which the artist has exercised her fancy in a delightful way. (Lee & Shepard, Boston. 50 cents.)

Among the most successful of the writers for young people is Madame Colomb, whose story entitled *Hermine's Triumph* has recently been published. Hermine was a shipwrecked orphan, adopted into the family of a poor sea-captain, disowned by her rich relatives, but finally by her love and gentleness, she triumphed over every obstacle and made friends of those who were at one time her enemies. Here is a most wholesome and at the same time entertaining story for the girls. There are one hundred and twelve illustrations by Vogel, who pictures many of the leading incidents and characters of the story. The volume is bound in green cloth, adorned with handsome flower designs with lettering in gilt. (D. Appleton & Co., New York.)

The bound volume of *Our Little Men and Women* for 1892 has just been received. Many bright writers and artists have combined to produce a very attractive book for the young folks. "A Boy and a Girl," by Elizabeth Cumings, illustrated by Bridgman, is one of the most delightful stories this popular author has ever written; "Joker and His Relations," by Mary C. Crowley,



with illustrations by Barnes, is exceedingly clever. The "Talks by Queer Folks," who are insects, animals, fishes, and birds, by Mary E. Bamford, will sustain the favor won by this writer's earlier natural history stories. "The Doings of the Studio Dolls," told by E. A. H., illustrated by Elizabeth S. Tucker, is one of the prettiest and oddest conceits imaginable; pretty poems and verses by real verse-makers, stories by story-tellers in sympathy with child-life, bright bits of travel, history, and biography, as well as fragments of music here and there to enliven, all embellished with choice illustrations, make up a charming volume to entertain and instruct the real little men and women who are just beginning to read for themselves, and learning how to use their eyes. (D. Lothrop Co., Boston. Cloth, \$1.75; boards, \$1.25.)

We have before us a book that will claim an unusual share of attention, not only because of the subject on which it is written, but on account of the reputation of the writer. *The Story of Mary Washington*, the mother of George Washington, was written by Mary Virginia Terhune (better known as "Marion Harland"), at the request of the National Mary Washington Memorial Association. She has made a book that will give all the information about the mother of Washington that is available.

In addition to being a reverent tribute to the woman, it is an interesting picture of life in Virginia in the early part of the eighteenth century. The illustrations show many interesting objects in her home and the vicinity. There is also a photogravure of an old painting believed to be a portrait of the mother of Washington, which serves as a frontispiece. (Houghton, Mifflin & Co., Boston and New York. \$1.00.)

There is many a smile in the volume lately published, entitled *A Book of Cheerful Cats and Other Animated Animals* by J. G. Francis. The artist has given free play to his fancy in depicting these quadrupeds, which, in addition to the cats, includes giraffes, donkeys, bears, and other funny animals. Pussy, however, holds the foremost place and the artist has placed her in numerous ridiculous situations. First, we see pussy playing the part of a practical joker frightening her associates with a toy spider; then a comfortable company of cats are at a tea-party. Further on we see them giving a concert, later riding a giraffe, and so on. The book will be appreciated by the young people and all other lovers of fun. As a gift book during the holiday season it will be very popular. The pages are 9x6½ inches. (The Century Co., New York.)

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## SCOTT'S EMULSION.

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To youth and strength cold weather is Life. To age and weakness it may mean the opposite.

It is now that fuel to heat the blood and build up healthy flesh is most required. In Scott's Emulsion is stored the fuel *fat-food* in quantity that will meet almost any emergency of weakness. At no time of year are results of flesh and strength from its use more marked—at no time of year is the need of both so apparent where weakness takes its rise in troubles of a pulmonary character.

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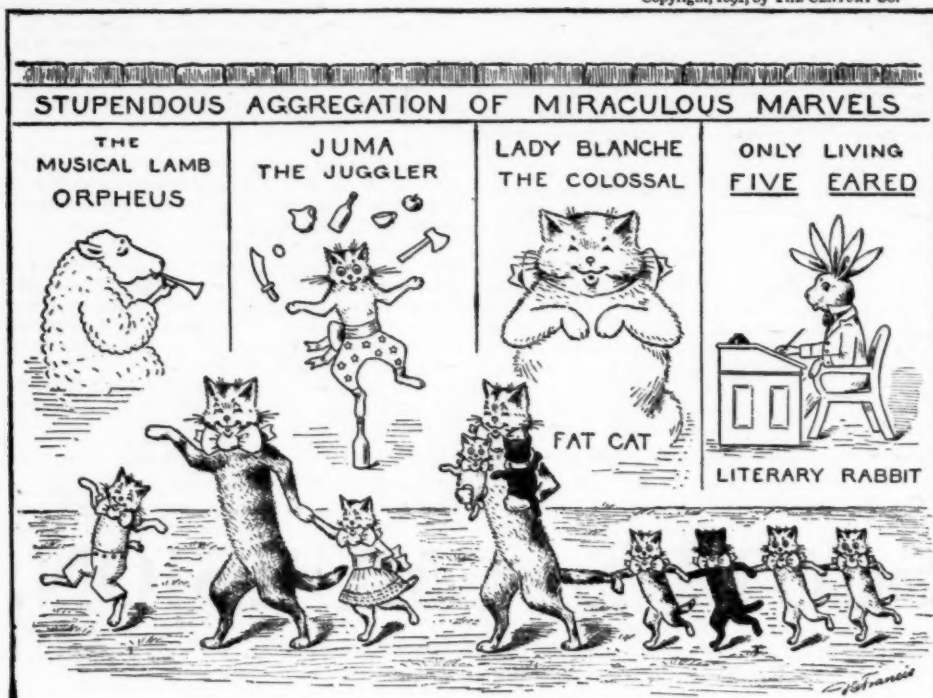
## SCOTT'S EMULSION,

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A holiday edition of Tennyson's *Holy Grail* has been published with numerous drawings by W. L. Taylor. The pages are six and three-fourths inches, the paper, smooth and heavy, the margins wide, and the print large and clear. The illustrations, several of which cover a page, present striking scenes in the poem. The volume has beveled covers and is bound with cloth with border in silver and the title in the center in gilt. This handsome edition deserves a wide circulation among the lovers of Tennyson (D. Lothrop Co.)

A 16mo. volume of 94 pages contains *Wordsworth's Grave and Other Poems*, by William Watson. Two pieces printed in the first edition are here withdrawn. Four others not included in the first edition are inserted. Twenty-seven epigrams are also included in this edition, besides the twenty printed in the former one. The reader will find many beautiful thoughts beautifully expressed in this volume. The frontispiece is a view of Grasmere Churchyard. (Frederick A. Stokes Co., New York.)

The bound volumes of *Saint Nicholas* for 1892 show in a collected form what the children have had to delight them for the past twelve months. There are many things to be said in praise of this magazine; one of them is that every line is clear, and there

is an ennobling spirit in the entire volume. We often have occasion to look over the past volumes, preserving them year after year, and always admire the skill, labor, and high motive in the editors. We found copies of the magazine in our travels in California, and the West and South; they were the delight of the children. (Century Co., New York.)

No one ever succeeded in clothing Greek myths in English prose with as much grace as Hawthorne. He weaves them together with a thread of narrative, introducing several childish characters, that makes them all the more charming for young people. Not only the children but their elders can reap pleasure and profit from these narratives, for the moral, though not obtrusive, is skilfully woven in with the narrative. An edition of the *Wonder Book for Boys and Girls* has just been published with illustrations by Walter Crane whose designs in black and white in Grimm's *Fairy Tales* were so much admired. In this case his drawings are printed in colors—some monochromes, some polychromes, and all most attractive. The cover designs are elaborate and tasteful, corresponding with the beauty of the interior. A more fitting dress for a children's classic could scarcely be devised. (Houghton, Mifflin & Co., Boston. \$3.00.)

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The *Century* magazine for the past six months is bound into a volume, and shows well in this collected form. The illustrations are all of a high character of excellence; the literature is exceptionally fine. Though the numbers as they have come out each month have been read, we find ourselves reading the bound volume almost as though it was a new book. This shows the ability of the writers; a good writer is good to read again and again. The *Century* is to be credited with showing the other magazines how it is to be done.

We have before us a story of remarkable power in *Aladdin in London*, by Fergus Hume. Although one gets some hint of marvelous episodes of the story from the title, one has to read the story through to appreciate what it is to have the wonders of the East transferred to prosy, unromantic London. These strange things are related in such a skilful way that they seem natural, and the reader's interest therefore never flags, but increases to the end. The story centers about a young lover who is rejected on account of his poverty, the lady's father intending to give her hand to a wealthy suitor. On dismissing him the father says that perhaps he can find the lamp of Aladdin and thus win his bride. In a remarkable manner he gets possession of a ring whose possession carries with it untold wealth of India and thus is able to marry the lady and satisfy all of his ambitions. But there is a conspiracy to get the ring from him and the struggle for it gives rise to a narrative of thrilling interest. (Houghton, Mifflin & Co., Boston. \$1.25.)

W. H. Schulz, superintendent of schools, Sauk county, Wis., has prepared a little book of about a hundred pages in which he sets forth the best methods of teaching history. The aim has been to give to the young teacher a brief and clear exposition of the principles of teaching history, and also a limited selection of methods in connection with outlines and exercises as examples. In addition to the methods, a large number of facts are presented

in a concise and orderly form. (W. H. Purdy, printer, Spring Green, Wis.)

Charles Morris has conferred a great boon on lovers of literature by transforming into connected narrative the plots of numerous noted plays. Of course much of the detail has been omitted, and the stories are thereby shortened, a fact which will be appreciated by those whose time to devote to reading is limited. Many dramas of merit have been omitted on account of their immoral tone. The elder drama—few of whose plays still hold the stage—has, therefore, been sparingly dealt with, the selections being in great part confined to the more popular plays of the leading dramatists of the eighteenth and early nineteenth centuries. The four volumes in *Tales from the Dramatists* contain the following: Vol. I., "Every man in his Humor," by Ben Jonson; "Philaster, or Love lies Bleeding," by Beaumont and Fletcher; "A New Way to Pay Old Debts," by Massinger; "Venice Preserved," by Otway; "The Busybody," by Susanna Centlivre; "The Beaux Stratagem," by George Farquhar and "The Belle's Stratagem" by Hannah Cowley. Vol. II., "The Gamester," by Edward Moore; "Douglas," by John Home; "She Stoops to Conquer," by Goldsmith; "The Road to Ruin," by Thomas Holcroft; "Wild Oats," by John O'Keefe; "The School for Scandal" and "The Rivals," by Sheridan. Vol. III., "The Poor Gentleman" and "The Heir at Law," by George Coleman; "Speed the Plough," by Thomas Morton; "The Honeymoon," by John Tobin; "The Wife," by James Sheridan Knowles; "The Apostate," by Richard Lalor Sheil; "Ion," by Sir Thomas Noon Talford. Vol. IV., "The Lady of Lyons" and "Richelieu," by Edward Bulwer Lytton; "Still Waters Run Deep," by Tom Taylor; "London Assurance," by Dion Boucicault; "Ruy Blas," by Victor Hugo; "Francesca da Rimini," by George H. Boker, and "Cynopia," by Martin Hayden. The volumes contain portraits and sketches of the dramatists. (J. B. Lippincott Co., Philadelphia. 16mo. Cloth, gilt top. \$4.00.)

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# Magazines.

—One who desires to keep informed of the political movements of the time will find many valuable articles in that line in *The American Journal of Politics*, published at 114 Nassau street, New York. The December number contains "A Plea for a Diplomatic Career," by Sheridan P. Read; "How to Rebuild our Merchant Marine," by Edwin Mead; "The Modern Peace Movement," by Alfred H. Love, and other articles of a similar nature.

—One complaint made against the newspaper is that the news furnished by it is given in such a scrappy manner, that after a great event has passed the reader is not certain that he has a clear understanding of the facts. Newspaper accounts are also so voluminous that the busy man of the nineteenth century can scarcely afford time to read them with care. Hence there is a demand for papers that select and condense facts, and present them in orderly and attractive shape. Such a publication is *The Quarterly Register of Current History*, issued by the Current History Publishing Co., Detroit, Mich. Each number contains a full record of all the leading events of the world for the preceding three months, with portraits of prominent persons, maps, etc. The December number has for a frontispiece "Columbus before the Court of Ferdinand and Isabella, from a painting by Vaslav Brozik. The magazine is a good one to read when the news is fresh and to file away for future reference. A set of these periodicals would give a complete history of the period covered by them.

—The *Scientific American*, now in its forty-eighth year, continues to maintain its high reputation for excellence, and enjoys the largest circulation ever attained by any scientific publication. Every number contains sixteen large pages, beautifully printed, elegantly illustrated; it presents in popular style a descriptive record of the most novel, interesting and important advances in all the principal departments of science and the useful arts. Each of the monthly numbers of the Architects and Builders edition contains about forty large quarto pages, equal to about two hundred ordinary book pages, forming, practically, a large and splendid magazine of architecture, richly adorned with elegant plates in colors and with fine engravings, illustrating the most interesting examples of modern architectural construction and allied subjects.

—The *Yale Quarterly Review* for November contains "The Character of Columbus," by Professor T. R. Bacon; "The Ultimate Standard of Value," by Professor J. B. Clark; "Chinese and Medieval Guilds," by Frederick Wells Williams; "Farm Unrest in New England," by Clarence Deming; "Ethics as a Political Science," by Professor A. T. Hadley, etc.

# Literary Notes.

—John Seymour Wood has written a story called "A Daughter of Venice," which is coming through the press of the Cassell Publishing Company, with illustrations by Francis Thayer. It will be ready this week. Later in the season a volume of his short stories, taking its title from the one called "An Old Beau," will be published.

—Henry George's new work, "A Perplexed Philosopher," an examination of some of Herbert Spencer's writings, will be published by Charles L. Webster & Co.

—Tait, Sons & Co. are a new firm with headquarters at 31 Union Square North. On their list of recent publications are the names of well-known persons as authors, including Blanche Willis Howard, Edmund Gosse, John Strange Winter, Fergus Hume, and George Grossmith.

—The first two volumes of the new Dryburgh edition of Scott's novels, the same being "Waverley; or, 'Tis Sixty Years Since," and "Guy Mannering," are ready at Macmillan & Co.'s. They are octavos of 500 pages, printed from clear type on good paper, and contain, each, nine full-page wood engravings from new drawings by Charles Green and Gordon Brown. When completed, there will be twenty-five volumes in the edition, and one volume a month is promised.

—Mary E. Wilkins' *Harper* story is about ready from the Harpers in book form, with the illustrations by W. T. Smedley.

If you are not teaching you may employ your time in establishing public libraries for the H. Parmelee Library Co., Des Moines, Ohio. The eighth annual catalogue listing 2,000 volumes in special library binding, has just been issued. 30,000 volumes are carried in stock. The plan and character of the books are endorsed by the best educators in the country.

A new book by the Rev. Stopford A. Brooke is announced by Macmillan & Co., 112 Fourth avenue, New York. The same firm will also supply a new book by Dr. S. S. Laurie, *The Institutes of Education*, comprising a rational introduction to psychology; *Principles of Algebra*, by Nathan F. Dupuis, M.A., F.R.S., professor of mathematics in Queen's college, Kingston, Canada; *Macmillan's Shorter Latin Course*, by A. M. Cook, M.A.; *Macmillan's School Library*, a series of standard books for supplementary reading in schools and for school libraries; *The Story of the Iliad*, by the Rev. Alfred J. Church; *The Children's Treasury of English Song*, selected and arranged, with notes by Francis Turner Palgrave, and other books.

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